assigned. If it is found necessary, daily drill will be given in articulation and in the correct utterance of vowel sounds.

An article upon oral and dramatic art in these grades will appear in a later issue of the COURSE OF STUDY.—*H. B. A.*

Physical training (for October and November. Omitted from October outline for fifth and sixth grades).—Exercises to improve posture, bearing, and carriage; fundamental free exercises in and from place, with special reference to development of accurate co-ordinate action. Elementary apparatus work, involving various forms of support and changes of support; adaptations of forms of free gymnastics in hang-standing and lying position. Various forms of springing exercises, skipping, jumping. Games: Indoor—ball practice with ten-inch hand-balls; "catch-ball"—position, distance, and direction definite; varying. Outdoor—various forms of relay-racing, team and class contests, twenty-five to fifty yards. Organization of basket-ball teams and dancing classes.

SEVENTH GRADE.

NOTT WILLIAM FLINT.

ALTHOUGH at the time these outlines go to the printer there has been only one full week of school work, nevertheless the plan of giving, instead of outlines of the work to come, reports on work past—a plan announced in October to begin with the December number—will, in the case of the seventh grade, begin now. Under the circumstances, however, the reports are necessarily meager.

A general outline of the work for the year in this grade will be found in the October number.

History.—In history the class began by attempting to image primitive conditions. The question, What would you do to leave a record of yourself if abandoned on a desert island? soon brought out the idea of writing on smooth stones and of stone monuments. No child thought of inscribing soft clay tablets and then baking them in the sun. That idea came only when one boy saw a picture of an Assyrian clay brick written on all four sides. The suggestion that the class might make such books for themselves brought out enthusiastic responses as to how the work should be done. (Several members had had experience in the clay-room.) Pictures of such writings in the *Encyclopædia Britannica*, in Ragozin's *Chaldea*, and in several books

kept in the library of the Field Columbian Museum were examined by the class. A trip to the museum showed, besides the books, fac-similes of writings and pictures on stone made by the Indians of Central and South America.

At this point each child drew to scale a plan of the clay book he wished to make. The designs were all in simple tablet form, except two, which the designers afterward simplified in the clay-room, because of the exigencies of the material worked with and the difficulties in the way of baking.

The matter of inscriptions was next taken up. What would they write upon these tablets, and how should they write it? Unanimously the class decided to write something concerning the Babylonians, Chaldeans, or Assyrians, as the most fitting subject. The hieroglyphics of the Egyptians and the picture-writing of the Indians first took their fancy: they would inscribe their tablets with cryptic rebuses. But when confronted with the necessity of making themselves as intelligible as possible, all but one boy gave up the idea of picture-writing and decided to print their inscriptions.

The inscriptions themselves were first written on theme paper, read aloud to the whole class, criticised for correctness and effectiveness, and returned to the author for correction.

Since the class had decided to write about the Babylonians, they found it necessary to get information. They got what they could from the encyclopædias, Ragozin, and Rawlinson's *Ancient Egypt;* also they were encouraged to find other books for themselves. Some Babylonian stories were told in the class-room; the story of Belshazzar made a deep impression upon the children, and at least three of them wrote it up to put upon their tablets.

Geography.— The work was begun by the teacher's asking the children where each one had spent his summer. The attention of each was directed to the physiographic features of his particular locality, and he was asked to explain them. A great many questions were thus brought up and left, for the present, unanswered. These questions and the answers to them will constitute a basis of reference and comparison for all the geography work of the quarter, at least. Then a field trip to Lakeside brought the class face to face with physiographic problems: shore lines, cliffs, glaciated stones, a ravine — all these they found difficulty in adequately accounting for. Questions thus arising were likewise put by for study and reference.

The lack of an adequate map hindered the study of the geography of Babylon, but by the time this outline is printed the class will have considered the Babylonian people from the point of view of their physical environment.

Nature study.— The study of the distribution of seeds was the first topic engaging the attention of the class. The question, How do seeds get themselves planted? started the subject. Some of the children knew a good deal about seeds, but most of them had not given a thought to the matter. A search for specimens was instituted through the neighboring vacant lots, and, when these were brought in, each finder told the class how his particular seed

got itself distributed. This required a somewhat close examination of structure, and in many cases led to search for a description of the plant in books. A classification of methods of distribution was made by the class, and as soon as the materials can be obtained the specimens will be mounted according to this classification on large sheets of cardboard.

So far, on account of lack of materials, there has been no painting or drawing.

English.— The work in English has been done entirely in connection with the other studies. Every other day the children have been asked to write at least a paragraph on some part of their work: How a (certain) seed gets itself planted; The most interesting thing on my field-trip; Inscriptions for the clay tablets — were some of the matters thus written about. On each occasion a few of these writings were read in class by the teacher, and criticised by the other members. The class is very deficient in spelling. Each member carries, therefore, a small pocket notebook, in which he writes down correctly every word that he has misspelled.

Number work.— So far the work in number has not been correlated. The necessity for finding out just where the children stand in arithmetic has been the dominant factor. Questions and examples in fractions have brought out the fact that drill and a thorough understanding of fundamental principles are needed even in this field. One thing proposed is that the teacher make tables of various combinations, each table illustrating several processes of arithmetic, and that the class spend at least five minutes of each number period in this drill in mental arithmetic.

EIGHTH GRADE.

KATHARINE M. STILWELL AND ELIZABETH ADAMS.

THE class will continue the geography and history work indicated in October according to the following outline:

I. A brief review of the causes which led to the westward movements during the fifteenth century. (Fiske.)

II. The occupation of the Atlantic coast. (1) Simple geological history. (*a*) The fall line. How both the savage and the civilized man recognized its geological conditions in the sites of his villages and cities. (*b*) The Piedmont region. Advantages of the limestone belt. How the settlers moved up the southern river valleys. (*c*) New England settlements; their extension up the Connecticut and the Housatonic. New York settlements, up the Mohawk.

III. Life of these colonists.

IV. Cause of expansion. (1) Restlesness of the people. (2) Exploitation of the soil due to slave labor and extensive farming. (3) Limestone formations.